

Talk for Writing	Text	Genre	Focus
Narrative weeks 2-5 inc. assessment	Rumplestiltskin	Cinderella tale	Character actions
Non-Fiction N/A due to time			

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area - A castle. Primarily set as a kitchen with added spinning wheel, straw and costumes. This is to provide a familiar environment to develop and extend vocabulary, sequencing and cross-curricular links of what belongs in the kitchen. Draw and paint characters. Role-play story. Feelings and emotions lotto/puzzles to recognise facial expressions. Small world play - castles. Kitchen equipment and role-play. Preparing food, sharing a meal, table setting, washing up etc. Use role-play area also to transfer themes during the term to washing clothes, dolls and selves, brushing teeth, night time routines. Also include threading and weaving activities. Dough and malleable materials for creativity. Forest school. Changing materials -dough, shortbread, eggs.</p>	<p>Joining in with story re-telling. Becoming more confident with repeated refrains. Saying whole simple sentences without prompts. Listening with sustained attention. Making and responding to other children's comments appropriately. Asking and answering how, what and why questions. Explaining ideas. Following instructions with more than one step. Speaking with more than two word responses - up to full sentences. Hearing and writing cvc words from phase 2 through to the end of phase 3. Phase 2 & 3 tricky word spellings. Attempting own writing from single words up to simple sentences. Spacing words. Adding full stop to end of writing. Forming letters with the correct orientation. Using word banks to support writing captions and short sentences.</p>	<p>Throughout all vocabulary - identifying and naming people, features, items and objects correctly. Developing word banks to use in reading and oral composition as well as writing. Saying word endings correctly eg ing ed and er. Understand noun/action word (verb). Building up from one or two words to at least a simple sentence response-orally then in writing. Characters - actions- what are they doing? What else could they do? Kitchens-utensils, objects, cooking, appliances. Bedrooms- toys, night time routine, healthy breakfast, brushing teeth. Reading and writing key vocabulary using phonic knowledge.</p>	<p>Innovate character actions within the original text. Eg jumping for stamping etc (match word endings).</p> <hr/> <p>Ideas for invention</p> <p>HA - Compose and write new sentences for each of the beginning, the middle and the end sections of the story. MA- Suggest and write single words to add to characters to build a word bank. Then orally compose a three word caption, say and attempt writing. LA -Choose and add actions to each character in the story eg the silly miller can jump or the greedy king can sit etc.</p>

Letters and sounds planning - Spring 2018 - A

Week All groups assess and move as needed. Plan for $\frac{1}{2}$ term.	Group A- SW Double phonics continued to revise and complete phase 3. Alongside reading and spelling all phase 2 and 3 decodable and all common exception words on phase 2 page.	Group B- GN Double phonics continued to revise phase 2 and complete the first 26 plus sh ch th and ng. Alongside reading and spelling all phase 2 decodable and all common exception words on ph 2 page.	Group C- CV Double phonics continued to revise and complete phase 2. Alongside reading all phase 2 decodable and common exception words (phase 2 only).	Group D - SB 2 x 1-1 <i>Continue to work on phase 1 activities developing listening and concentration, focus and understanding. Link to objectives in pre-reading and motor development sessions to provide repetition and familiarity.</i>
1 8-12 Jan	Poetry week. Rhyming words and activities.	Poetry week. Rhyming words and activities.	Poetry week. Rhyming words and activities.	Whilst continuing Phase 1 activities. and games also continue to develop children's familiarity with letter shapes - through use of puzzles, games, threading letters, making with dough, finding letter pebbles in sand etc. focus on satpin.
2 15-19 Jan	Phase 3 revision of all digraphs up to oi and ow taught before Christmas.	Revision of phase 2 and phase 3 sets 6 and 7 (all single sounds and double consonant endings). Blend and segment, read and write single words and captions.	Revise all phase 2 sounds so far (green group taught up to ss, blue group up to l-groups now changed most of this group were blue)	When appropriate play games such as Kim's game and lotto to develop focus. Use listening centre to develop listening skill. Use real objects for a sound sort with adult modeling speech. Play pairs and memory games.
3 22-36 Jan	er and air	sh and ch	Revise phase 2 ff, ll and ss	Children to continue to practice writing names.
4 29 Jan- 2 Feb	ear and ure	th and ng	Practice oral blending and segmenting.	Children to be exposed to songs and videos of jolly phonics alongside green group as appropriate.
5 5-9 Feb	Assessment of phase 3 and follow up on phase 2.	Phase 2 assessment and phase 3 up to ng. Blending and segmenting.	Assessment of phase 2.	

Literacy Medium term planning - Spring 2018 - A

Week <small>Home books</small>	Text title	Speaking and listening Communication & language	Talk for writing	Spelling, punctuation & grammar (SPaG)	Outcome
1 Red 8-12 Jan	<u>Whole school poetry theme week-Winter focus. Poetry type-alliteration. "I like..."</u>	Extend and develop vocabulary around the theme of Winter and the German Christmas market. Children to understand alliteration and build up speaking of simple sentences through games eg I like apples, I like awesome apples, I like amazing awesome apples.	Immersion activities- Explore the context of winter, providing experiences to develop vocabulary banks to aid composition and writing of poems. Snow angels, ice sculptures, winter nature sensory play, building snow people, and igloos. Small world play - winter/artic settings. Role-play- hats, gloves and scarves- dress a snowman (Charlie). Outdoor action songs. This is the way we ... on a cold and frosty morning. Forest school -winter walk. Malleable materials-different types of winter dough. Winter paintings with fluffy snow paint. Play dough snowmen, adding faces and features. Painting snowflake patterns. Use five senses to explore.	Hear and generate rhyming words. Learn to identify nouns as name words. Identify within a simple sentence. Spelling of all vc words from phase 2 and "like".	Create new winter poem to display in class 10 alongside photographs and examples of art and science projects.
2 Yellow 15-19 Jan	<u>Rumplestiltskin</u> Imitation Character actions	Join in with retelling story using actions. Begin to recall and say the repeated refrain from Rosalind cried and cried... up to... I will spin the straw into gold. Speak key	Starter day activities. Read and share other "castle" stories. Explore vocabulary and investigate meaning through play in the role-play area with adult support to	Encourage children to speak in whole sentences, recognising and using key vocabulary from the text. Learn STC signs for main vocabulary from story. Use	Children confident with main story vocabulary and to join in with repeated refrains, beginning to

		<p>words clearly - spin, gold, cried, straw, tears alongside the actions. Children begin to predict the words with adult pausing in retelling. Practise saying longer word-Rumplestiltskin more clearly. Join in with role-play and small world play using voice to enhance and sustain play, conversing with others. Begin to extend vocabulary of kitchen utensils, equipment and features, food through role-play area.</p> <p>Answer what questions related to story and topic eg What did Rumplestiltskin say to Rosalind? Say names properly.</p> <p>Simon says games - Follow instructions- build up from one to two part instructions involving different actions eg first jump and then hop.</p>	<p>model vocabulary and appropriate play. Explore character of the Miller- investigate flour and changing it by adding different materials and ingredients to it. Make different types of dough - Play dough, and pastry dough (jam tarts-listen to the Queen of hearts rhyme). List action words. Retell story, model first then encourage children to join in with actions, beginning to use some speech for the repeated refrains. Paint the four main characters-one per group large scale to display in the role-play area with their own actions words around them. Draw story map sequences for the action sentences eg Rosalind cried and cried.</p>	<p>STC mat to play lotto and pairs games. Read using appropriate cues. Write key vocabulary using phonics with adult support as required. Teach children that all names have capital letters, practise writing Rosalind and names of other children in their group. Identify an action word within a sentence with support- from the original story. Use phonic knowledge to segment and write action words.</p>	<p>anticipate events in story. Characters displayed in role-play area with action words displayed with relevant character.</p>
<p>3 Green 22-26 Jan</p>	<p>Imitation/innovation Continue to play games to follow instructions eg Simon says.</p>	<p>Join in with retelling story, practising in small groups with decreasing adult support.. Include some of the innovations, using actions to prompt. Say name - Rumplestiltskin more clearly, as well as key words-spin, gold, cried, straw. Answer how questions eg How did Rosalind get</p>	<p>Draw the story map and use to retell. Identify the action sentences/words in each sentence from the story. Generate new action words making choices to innovate within the story. Write options for sentences HA, write key words using phonics to add to sentences</p>	<p>Using phonics to spell action words to add to the word bank- innovated actions. Adding a full stop to the end of a sentence (HA). Understanding word order and using reading cues (MA), speak in whole sentences (LA).</p>	<p>Children able to retell story in small groups with support as necessary by following their story maps. Answer questions. Add innovated sentences to display.</p>

		Rumplestiltskin to come? Continue to build sequences of instructions from one to two parts as appropriate. Extend children to give instructions clearly to each other.	MA, use STC symbols to compose and say sentences LA. Share ideas to create an innovated story per group/class. Each group retell their story with group innovations-use talking tins and filming to encourage children to say full sentences. Create an innovated story map. Draw story maps		
4 Blue 29 Jan- 2 Feb	Innovation/ invention	Retell own text - following story map. Answer why questions with correct pronunciation of word because.eg Why did the King want lots of gold? Continue to develop sequences of instructions - use different start words eg can/ put/ hold etc. Give instructions to partners. Play in role-play area alongside peers, taking turns in conversation, listening and responding to peers in role appropriately.	Use boxing up to identify the beginning, middle and end of the story. Create new action ideas for each section. As appropriate draw story maps to include new sentences. HA attempt writing new story in three parts from own story maps. MA Invent and write new sentences. LA use role-play area and finger puppets to create new ideas and speak in sentences. Attempt own writing using initial sounds.	Using phonics to add correct endings to the action words to add to the word bank. Adding a full stop to the end of a sentence (HA). Attempting own writing of phrases of at least four words at a time up to a whole sentence (MA), attempting own writing using initial phonemes correctly (LA). Re-read own writing. Form letters taught in Penpals with the correct formation.	Children's work added to role-play area. Simple sentence frames eg The Miller ----- and --- --with words to change. Talking tins added to encourage children to say the sentences.
5 5-9 Feb	Assessment week	Writing assessment books- children to write their own story. Assess and update all Communication, language and Literacy assessments (Pathways and KS1 records) including IEP's. Set new targets and plan for next half term.			

Handwriting - Spring A 2018

<p>All groups to follow the warm up gym activities from Yellow groups objectives.</p>	<p>Group A- SW Use both practice pages followed by practice of letters on lines in books - add into words/use common exception words from appropriate stage wherever possible.</p>	<p>Group B- GN Workbook two is missing - whilst we wait for a replacement follow the program from the teachers book - first practicing the letter shape in a fun tactile way eg sand or seed trays, paint bags or chalkboards etc. Then follow up with practice of the letters on lined pages in books and then finally by putting into words/use common exception words from appropriate stage wherever possible.</p>	<p>Group C- CV Each pattern has two activity pages. Each week start with one dough gym session. Then practise the pattern in a fun tactile way eg sand or seed trays, paint bags or chalkboards etc. Then follow up with the two activity pages correcting pencil grip and formation as children work. Prepare both activity pages and add them to books - children can follow up on these during spare time if not finished.</p>	<p>Group D - SB 2 x 1-1 Continue to work on fine motor and mark making activities. Link to other activities planned for the week and take advantage of some of children's own interests eg CM - favourite stories ZT - dinosaurs and marble run (use roll & write).</p>
<p>1 8-12 Jan</p>	<p>Poetry theme week - all groups to work on listening and attention activities, such as pairs, lotto, Kim's game, snap. Use of the listening centre and also fun games to develop fine motor eg bounce bounce tigger and penguin topple.</p>			
<p>2 15-19 Jan</p>	<p>Capital letters Penpals Y1 term 1 Unit 3 Capitals using long legged giraffes</p>	<p>Following assessment and re-grouping... Restart Penpals FS workbook 2. Unit 13 - long legged giraffe letters l and i</p>	<p>Following assessment and re-grouping... Restart Penpals FS workbook 1 patterns. Pattern 1 - dots</p>	
<p>3 22-36 Jan</p>	<p>Unit 6 Capitals using one armed robots</p>	<p>u and t</p>	<p>Pattern 2 - straight lines and crosses</p>	
<p>4 29 Jan- 2 Feb</p>	<p>Unit 10 Capitals using curly caterpillars</p>	<p>j and y</p>	<p>Pattern 3 - circles</p>	
<p>5 5-9 Feb</p>	<p>Matching Capitals and lower case.</p>	<p>Revise and practice all so far l i t u j y.</p>	<p>Pattern 4 - waves</p>	

Writing targets - Spring 2017

<u>Red</u>	<u>Yellow</u>	<u>Green</u>	<u>Blue 2x1-1</u>
<p>To compose in whole sentences independently for writing.</p> <p>To attempt to write a whole sentence independently understanding process.</p> <p>To move on from sentence to sentence without support, sequencing correctly.</p> <p>To write using phonetic knowledge for each single word said.</p> <p>To spell some tricky words correctly and consistently.</p> <p>To add a capital letter to the beginning and a full stop to the end of a piece of writing.</p> <p>To re-read own writing.</p> <p>To form all 26 letters of the alphabet from memory.</p> <p>To form letters taught in Penpals with the correct orientation.</p> <p>To produce evenly sized letters with the correct size for capital letters.</p>	<p>To compose a whole simple sentence independently for writing in response to a given task.</p> <p>To attempt to write a short sentence or caption independently understanding and following the process with only adult direction.</p> <p>To attempt to write using phonetic knowledge with the support of alphabet cards to segment cvc words</p> <p>To spell phase 2 tricky words correctly and consistently.</p> <p>To sort capital and lower case letter shapes matching to the correct set.</p> <p>To add a full stop to the end of a piece of writing.</p> <p>To form all 26 letters from memory with some pace and control.</p> <p>To form letters taught in Penpals with the correct orientation.</p>	<p>To compose a caption or simple phrase independently for writing in response to a given task.</p> <p>To shared write with an adult, naming all heard cvc sounds.</p> <p>To write cvc words independently.</p> <p>To find letters on alphabet card as part of shared writing and for ind writing.</p> <p>To copy three word captions as adult models writing.</p> <p>To learn to spell phase 2 tricky and decodable words building up familiarity and stamina for writing.</p> <p>To form recognisable letter shapes developing more pencil control and strength in grip.</p>	<p>To continue to build up physical development skills including fine motor skills of control and manipulation, gross motor skills of balance and co-ordination, pencil control activities such as grip and flexibility.</p> <p>To follow and draw a straight or curved line.</p> <p>To colour inside a closed shape.</p> <p>To copy circles and lines.</p> <p>To mark make confidently with a range of media, giving purpose to marks made.</p> <p>To use a tripod grip. To develop arm strength and wrist flexibility.</p> <p>To form and write some recognisable letters.</p> <p>To write own name consistently correctly.</p>